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ABSTRACT

The evaluation identifies the 19 vocational education planning districts reviewed by Ohio's Program Review for Improvement, Development and Expansion (PRIDE) during 1973-74. Components of the review program included: (1) administrative review by the local superintendent, (2) process variable review with a lay advisory committee, (3) product review identifying the success of graduates, (4) cost analysis, (5) availability and impact review utilizing local resources to identify community needs, and (6) acceptance and congruence review examining student interests and attitudes and parent attitudes. Review committees consisted of local district representatives, State Department of Education Personnel, and a supervisor from the Manpower Training Service. Goals, objectives, and activities are given for the areas of adult education, agricultural education, business and office education, distributive education, home economics education, trade and industrial education, special needs education, and guidance and testing. Each subject area describes field activities and indicates the number of programs, schools, and individuals participating and the role or status of participants. Findings and recommendations also are listed for each area. (KH)

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PRIDE IN VOCATIONAL EDUCATION AND GUIDANCE

Program Review for Improvement,
Development and Expansion
in
Vocational Education
and
Guidance

State Report
1973 - 74

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PREFACE

PRIDE, an acronym for Program Review for the Improvement, Development and Expansion of Vocational Education and Guidance, is Ohio's approach to the systematic evaluation of vocational education and guidance in the more than 600 comprehensive public school districts and almost 60 joint vocational school districts. The full intent of the program review is to improve the quality of vocational education and guidance in Ohio through the combined efforts of local and state personnel. As a comprehensive evaluation system utilizing the self-review concept to assist vocational teachers, counselors, supervisors, administrators and state personnel in planning for quality vocational education programs and guidance services, the system is designed to provide both conclusion-oriented and decision-oriented information for the decision-makers at all levels of educational management.

A major component in the organizational and operational activities in PRIDE is the involvement of students, teachers, counselors, supervisors, school administrators, lay citizens, employers, and the staff of the Ohio Department of Education.

In this, the fourth year of PRIDE, almost 80 percent of the 108 Vocational Education Planning Districts, composed of 620 comprehensive public school districts, have participated in the review of vocational education and guidance. The remaining 20 percent of the Vocational Education Planning Districts are scheduled for PRIDE in the next year, thus completing the first full five-year cycle for the review of vocational programming in Ohio.

VT 102 866

Ohio's Program Review for Improvement, Development, and Expansion in Vocational Education and Guidance

INTRODUCTION AND OVERVIEW

Ohio's Program Review for Improvement, Development, and Expansion (PRIDE) in Vocational Education and Guidance was researched and developed by the Division of Vocational Education, Research, Survey, Evaluation, and Exemplary Programs during the 1969-70 school year. Intensive study was directed toward process review and its impact on total program review to meet the mandates of the Vocational Education Act of 1963 and its subsequent amendments. As a result of the study, the division was able to identify six basic components for program review.

(1) Administrative Review - the administrative review is the activity by which the Superintendent of a Vocational Education Planning District identifies the role, objectives, structure, and responsibilities of the administrative team for the improvement, development, and expansion of vocational education and guidance. The administrative review will focus on (1) Board Policy and Administrative Procedures, (2) Finance, (3) Program Development, (4) Instruction, (5) Staff Personnel, (6) Pupil Personnel, (7) School-Community Relations, and (8) Evaluation and Accountability.

(2) Process Variable Review - the process variable review is the activity by which instructors use a lay advisory committee to react to the variables of an instructional program. The process variables have been identified as (1) Curriculum and Instruction, (2) Facilities and Equipment, (3) Instructional Staff, and (4) Students.

The process variables identified for the guidance review are (1) Guidance Staff, (2) Facilities and Equipment, (3) Coordination and Administration, and (4) Guidance Activities.

To review the vocational adult education program, the following variables have been identified (1) Administration and Organization, (2) Program Development and Operation, (3) Improvement of Instruction, and (4) the Adult Learner.

(3) Product Review - the product review is the identification of the successes achieved by the vocational graduate. A one-year follow-up using the current state reports and an annual five-year follow-up to identify mobility and employment success should be conducted by each VEPD. Adult follow-up should be conducted for pre-employment programs with some attention given to extension classes for adult learner satisfaction and success.

(4) Cost Analysis Review - the cost analysis review is the critical activity which will identify the instructional cost for operating an instructional program by class and generate a cost per pupil per program and class. Included in this analysis are the supporting costs for guidance and administrative services.

(5) Availability and Impact Review - the availability and impact review is to be conducted on a periodic basis by the Vocational Education Planning District personnel to utilize local resources for determining community needs.

(6) Acceptance and Congruence Review - this review is currently using two objective instruments to examine student interests and attitudes plus parent attitudes. To obtain student interests in vocational education all eighth graders in a Vocational Education Planning District take the "Ohio Vocational Interest Survey." The obtaining of parent and student attitudes is obtained through the "Parent and Student Vocational Education Survey" which is administered to all ninth and twelfth graders plus one of their parents in a Vocational Education Planning District.

ORGANIZATION FOR PROGRAM REVIEW

During the school year 1973-74, 19 Vocational Education Planning Districts were identified to participate in the PRIDE Program. They were:

1. 006 Belmont County Joint Vocational School District
2. 007 Southern Hills Joint Vocational School District
3. 016 East Liverpool City School District
4. 019 Cleveland City School District
5. 028 Southwest Cuyahoga Joint Vocational School District
6. 033 Sandusky City School District
7. 051 Knox County Joint Vocational School District
8. 054 Lawrence County Joint Vocational School District
9. 055 Licking County Joint Vocational School District
10. 059 Oregon City School District
11. 062 Washington Local School District
12. 069 Upper Valley Joint Vocational School District
13. 078 Maplewood Area Joint Vocational School District
14. 080 Putnam County Joint Vocational School District
15. 085 Vanguard Joint Vocational School District
16. 093 Plain Local School District
17. 099 Trumbull County Joint Vocational School District
18. 106 Springfield Local School District
19. 107 Ohio Valley Local School District

A calendar of activities providing for a commitment of 72 days of each state supervisor from each of the vocational service areas has become an integral part of their job responsibilities.

The state supervisors to serve on PRIDE were assigned to one of four geographic areas in the state. Each geographic area had at least seven state supervisors with unique professional experience for the vocational service.

Agricultural Education
Mr. John Davis (NE)
Mr. Richard Hummel (NW)
Mr. Welch Barnett (SE)
Mr. Leslie F. Crabbe (SW)

Business and Office Education
Mr. Ted Johnson (NE)
Mr. J. Robert Francis (NW)
Mr. Daniel Vicarel (SE)
Mr. William Dross (SW)

Distributive Education
Mr. William Munro (NE)
Mr. Larry Casterline (NW)
Mr. David Rankin (SE)
Dr. Paul Shoemaker (SW)
Mr. James Walters (OWA)

Home Economics Education
Miss Yvonne Bishop
Mrs. Mabell Black
Mrs. Margaret Driver
Mrs. Joanna Kister
Mrs. Judy Mooney
Miss Laura Pernice
Mrs. Adel Riegel
Miss Dena Vessels
Mrs. Kathy Voorhies

Trade and Industrial Education
Mr. Don Bewley (NE)
Mr. Jack Volkmer (NW)
Mr. Tom Hyde (SE)
Mr. Robert Wright (SW)
Miss Elizabeth Gurney (Health)
Dr. James Bartholomew (OWE)

Manpower Training Service
Mr. Jim Mabry (NE)
Mr. Ronald Harbert (NW)
Mr. Ivan Winland (SE)
Mr. Chester Pardee (SW)

Construction, Post Secondary and Cooperative Education Programs
Mr. William Ruth (Adult)

Division of Guidance and Testing
Mrs. Irene Bandy
Mr. John Chatman
Mr. Robert Goessler
Mr. Richard Green
Mr. Eugene Kohli
Mrs. Margaret Mauter
Mr. Harry Meek
Dr. James O'Connor
Dr. Charles Weaver

The Consulting Committee for PRIDE provides for representation from each of the four PRIDE regions. The members were:

1. 1972-74 Dr. Albert J. Abramovitz, Assistant Superintendent, Cleveland Heights-University Heights City School District (020)

2. 1972-74 Mr. Vaughn Coats, Vocational Director, Lima City School District (002)

3. 1972-74 Mr. Lowell E. Gingrich, Superintendent, West Clermont Local School District (013)

4. 1972-74 Mr. Otto E. Meyer, Assistant Superintendent, Four County Joint Vocational School District (030)

5. 1972-74 Mr. Earl Parkins, Principal, Tri-County Joint Vocational School District (005)

6. 1972-74 Mr. William Tenney, Director of Secondary Education, Akron City School District (095)

7. 1973-75 Mr. Carroll Augustin, Director, Butler County Joint Vocational School District (008)

8. 1973-75 Mr. Robert Clinkscale, Vocational Director, East Cleveland City School District (021)

9. 1973-75 Mr. J. Parker O'Brien, Director of Administration, Mansfield City School District (082)

10. 1973-75 Mr. William L. Phillis, Superintendent, Columbiana County Joint Vocational School (015)

11. 1973-75 Dr. Martin L. Stahl, Superintendent, South-Western City School District (038)

12. 1973-75 Mr. Frank Taylor, Superintendent, Scioto County Joint Vocational School District (086)

The Consulting Committee held three meetings to review progress and direction of the program review activities. A schedule was implemented for providing membership change in the Consulting Committee. The schedule called for half of the members to change each year with members serving for two-year terms. The current membership of the Consulting Committee and their term of office is as follows:

1. 1973-75 Mr. Carroll Augustin, Director, Butler County Joint Vocational School District (008)

2. 1973-75 Mr. Robert Clinkscale, Vocational Director, East Cleveland City School District (021)

3. 1973-75 Mr. J. Parker O'Brien, Director of Administration, Mansfield City School District (082)

4. 1973-75 Mr. William L. Phillis, Superintendent, Columbiana County Joint Vocational School District (015)

5. 1973-75 Dr. Martin L. Stahl, Superintendent, South-Western City School District (038)

6. 1973-75 Mr. Frank Taylor, Superintendent, Scioto County Joint Vocational School District (086)

7. 1974-76 Mr. Donald Fischer, Superintendent, Vanguard Joint Vocational School District (085)

8. 1974-76 Mr. J. Creighton Christ, Superintendent, EHOVE Joint Vocational School District (032)

9. 1974-76 Mr. George Hargraves, Jr., Superintendent, Meigs Local School District (067)

10. 1974-76 Dr. Donald V. Healas, Director, Technical-Vocational Education, Cleveland City School District (019)

11. 1974-76 Mr. William Slezak, Director, Vocational Education, Maplewood Area Joint Vocational School District (078)

12. 1974-76 Mr. John R. Smart, Assistant Superintendent, Ohio Valley Local School District (107)

There is also another committee known as the PRIDE in Vocational Education and Guidance Planning Staff which is composed of state supervisors assigned by their respective services to give direction to the total PRIDE in Vocational Education and Guidance Program. The PRIDE Planning Staff held monthly meetings to review activities and progress of the PRIDE in Vocational Education and Guidance Program. This committee was composed of 13 state staff members who were:

1.	Agricultural Education	Mr. Richard Hummel
2.	Business and Office Education	Mr. Ted R. Johnson
3.	Distributive Education	Dr. Paul Shoemaker
4.	Home Economics Education	Miss Barbara Reed
5.	Trade and Industrial Education	Dr. Tom Hyde
6.	Adult Education	Mr. William Ruth
7.	Special Needs	Mr. D. James Gifreda
8.	Manpower Training Service	Mr. James Mabry
9.	Teacher Education and Curriculum	Mr. Robert Koon
10.	Guidance and Testing	Dr. Charles Weaver
11.	Administration and Planning	Mr. George Kosbab
12.	Research and Survey	Mr. George A. Sterling (Cost Analysis)
13.	Research and Survey	Mr. James H. Price

Four Planning Staff members were designated as team captains to coordinate the PRIDE in Vocational Education activities in the Vocational Education Planning Districts

PROCEDURES FOR IMPLEMENTING PRIDE

The basic procedures of the PRIDE program for 1973-74 were as follows:

A. Each of the Vocational Education Planning Districts were to select and appoint a service representative to work with each of the state supervisors for organizing and coordinating the review activities.

The team captain along with a supervisor from the Manpower Training Service and the Division of Guidance and Testing met with the local administration and staff members appointed to implement the PRIDE Program. The purpose of the initial meeting is to orient local school personnel to the operational phases of PRIDE. At a later date, state supervisors from each of the vocational services met with the appointed service representative and the self-review committee chairpersons to explain the procedures for the local self-review activities.

B. Local self-review chairpersons were selected by the service representative to work with each of the state supervisors for organizing and coordinating the review activities. All state supervisors were available to assist with this task for one day in each Vocational Education Planning District.

C. The self-review committee, comprised of not more than two educators and four to six community citizens (parents, students, employers, service groups, etc.), was selected by local school personnel and they conducted a review of the instructional program using the program review guides and procedures which were developed under the direction of the Division of Vocational Education, Ohio Department of Education. A copy of the self-review reports was forwarded to the specific state service supervisor.

D. Upon receiving the self-review report as a guide, the state supervisor made a review of the instructional programs for his specific service. A maximum of ten days was scheduled for this activity in each Vocational Education Planning District. A review committee member from outside the school is usually available during the state staff review. At the conclusion of this review, the local service representatives were directed to write their service reports.

E. A Coordinator for the Vocational Education Planning District was then responsible for submitting a combined report to the Research, Survey, Evaluation and Exemplary Programs, Division of Vocational Education, Ohio Department of Education.

OPERATIONAL CONCLUSIONS AND RECOMMENDATIONS

During 1973-74, a concerted effort was directed toward the improvement of PRIDE.

While little emphasis was placed on the further modification or revision of the procedure guides and taxonomy review instruments utilized in PRIDE, considerable emphasis was directed toward a review of the operational procedures and activities. In effect, an internal evaluation of the evaluation system was undertaken.

To identify the needed modifications and revisions of operational procedures and activities to strengthen PRIDE, five major sources of input were utilized. Of the five sources of input, three were external and two were internal.

The primary external source of input is provided for in each of the 79 taxonomy review instruments whereby the local taxonomy review committee is encouraged to make comments, give reactions or suggestions regarding the program review procedures and activities which may be helpful in future reviews of vocational education programming and services. These comments, reactions and suggestions are synthesized and reported in the Vocational Education Planning District PRIDE Report filed with the Division of Vocational Education. The second external source of input emanates from the discussion and reactions to the PRIDE procedures and activities at the annual debriefing meeting of the Vocational Education Planning District Coordinators. The third external source of input is made by the PRIDE Consulting Committee. The Consulting Committee is composed of superintendents, vocational directors, and other administrative personnel who have participated in PRIDE and, on the basis of such participation, have an awareness of PRIDE, its philosophical and legal basis and related activities and procedures.

The internal sources of input for modification and revision of PRIDE are: (1) the PRIDE Planning Staff, composed of representatives of each of the service sections in the Division of Vocational Education and (2) the regular dialogue with the administration and staff of the Division of Vocational Education.

The conclusions set forth herein are based upon observations of the PRIDE activities and procedures and reflect the comments, reactions, suggestions and recommendations emanating from the various sources of input identified above.

Conclusion: PRIDE, as a comprehensive evaluation system, has gained in stature. Increasingly, local vocational education and guidance personnel are recognizing the value of PRIDE as a vehicle to bring about improvement, development, and expansion of programming and guidance services through the use of conclusion oriented information.

Recommendation: State staff should maintain their awareness of the growing acceptance of PRIDE and the atmosphere of cooperativeness in achieving common goals. The PRIDE procedures and activities should be conducted within the stated operational framework; however, special efforts should be directed toward an intensification of the review process to identify needed changes in programming and guidance services.

Conclusion: The need for broad-based participation by local education personnel including administrators, principals, supervisors, counselors, teachers and lay citizens including students, craftsmen, production personnel, supervisors and management personnel is recognized as an essential element in PRIDE. However, PRIDE, as a review process would be enhanced through the involvement of more educational personnel in the orientation meetings presently conducted for selected VEPD personnel who will be participating in PRIDE during the ensuing school year.

Recommendation: The present organizational pattern and operational procedures for conducting the PRIDE orientation meetings should be reviewed for the purpose of improving the orientation process in preparation for conducting PRIDE in the participating Vocational Education Planning Districts. Specifically, the agenda should be shortened, the presentations should be directed to the practical rather than the theoretical aspects of the review process and a broader base of participation in the orientation should be initiated to include not only vocational personnel but administrative personnel including superintendents and high school principals.

It is further recommended that consideration be given to regional orientation meetings as a means of encouraging a higher level of participation in the PRIDE orientation process.

In summary, there is evidence of improved communications between the state and local education agencies and between local education agencies and the community. The implementation of the review process, PRIDE, continues to provide the stimulus for utilizing advisory committees on all levels of vocational programming but, more importantly, PRIDE has provided many opportunities for productive interaction between state vocational staff and local administrative and local instructional personnel. Common interests and needs are being identified and mutally developed goals are emerging.

The PRIDE follow-up in the year after PRIDE is, for the most part, accepted warmly as progress in implementing recommendations is reported. An ancillary benefit is the observable growth of local leadership personnel as they assume a more visible role in the operation of vocational education.

A major source of direction for the development of state directed in-service education workshop activities may be attributed to the insights and feedback gained during PRIDE. In one service area, new emphasis and modified program directions have been set forth as a means of better meeting the needs of vocational growth.

It is quite apparent that service to local education agencies is continuing to increase in both scope and frequency. Although there is much to be done in improving vocational education, expanding vocational opportunities at the local level is partial evidence of the cooperative support given by state staff and local vocational personnel, while the most important element is the reported overall improvement of vocational programs. Efforts are continuing toward the development of board policies for vocational education.

NUMERICAL SUMMARY OF PRIDE ACTIVITIES INVOLVING
LOCAL EDUCATION AGENCIES, EDUCATIONAL PROGRAM AND
PERSONNEL AND REVIEW COMMITTEE MEMBERS
1973 - 74

Service Areas	School Districts	High Schools	Programs	Instructors or Counselors	Committee Members
Administration	99				497
Adult	41	41	36	200	145
Guidance	115	139	139	368	1,112
Special Needs	122		19		122
Agriculture	90	90	69	N/A	562
BOE	92	101	171	325	1,097 (752 citizens)
DE	51	53	64	64	396
OWA	32	54	58	58	310
HEC	100	117	282	261	1,192
T&I	105	126	344	454	1,879
			1,182	1,728	7,312

ADMINISTRATION AND PLANNING

Section I Vocational Service Area Description

Administration and Planning is the service which coordinates immediate and long-range planning among the Vocational Education Planning Districts to effect a broad programmatic effort to serve the youth and adults of the State of Ohio.

Section II Vocational Service Area Goals or Major Purposes

The purpose of the Administration and Planning Service in the Division of Vocational Education is to stimulate and initiate administrative plans for sound management and operation of the vocational education program. In fulfilling this purpose, the Administration and Planning staff will perform the following functions:

Provide a reporting and planning system for the Vocational Education Planning Districts and the Local Education Agencies for immediate and long-range program projections,

Counsel and advise superintendents and, if requested, their boards of education on the needs, direction, and alternatives for sound vocational education programming and planning,

Maintain and coordinate the necessary changes in plans with the Ohio Department of Education for submission to the State Board of Education for their review and action.

Actively participate in the Program Review for the Improvement, Development, and Expansion (PRIDE) in Vocational Education and Guidance by reviewing the administrative reports generated through this program, and

Monitor and coordinate the preliminary approval of units for annual budget projections.

Section III Management by Objectives

The Management by Objectives system adopted within the Division of Vocational Education does not apply to this service area.

Section IV PRIDE Field Activities

Region	VEPD's	Districts	Committee Members
Northwest	5	14	70
Northeast	5	35	175
Southwest	4	24	96
Southeast	5	26	156
State Totals	19	99	497

Section V Findings and Implications for Direction

A. PRIDE Procedures and Materials

1. Assistant Director for Administration and Planning returned self-review booklets and reactions personally to all VEPD's.

2. Manpower Training Service personnel did an excellent job of orientation to local education agency personnel.

3. Administrative Review booklet still needs to be revised.

4. Some VEPD reports do not report all items of concern.

5. Objectives for administration read more like goals.

6. VE-33 form seems to be adequate for PRIDE follow-up visitation.

B. PRIDE Follow-up of FY-73

1. All VEPD's were contacted for follow-up visits.

2. Ten VEPD's received follow-up visits by the Assistant Director for Administration and Planning

3. Nine VEPD's did not initiate follow-up visits as requested by the Administration and Planning service.

4. Most school districts appreciated follow-up visits and were able to show progress or a plan for implementing recommendations.

C. Administrative Variables

1. Board Policy and Administrative Procedures

   a. Patterns of line and staff relationship seem to be a concern of some administrators.

   b. Relationship of sending students to vocational centers are not clearly understood.

   c. Job tasks or rationale for supervisors or directors is not well understood.

2. Finance

   a. Fiscal accounting and bookkeeping procedures are reported as adequate.

   b. Many clerks of boards of education attending in-service meetings.

   c. Some concern expressed for more state aid to vocational education.

   d. Interest expressed for additional construction dollars for vocational education in major centers as well as sending to schools for up-grading existing facilities in Agriculture and Home Economics.

3. Program Development

   a. Local plans of 1969 are invalid.

   b. Use of advisory committees for exploring need for new programs is non-existent.

   c. In JVSD, program development is totally their responsibility.

   d. Occupational analysis is lacking in the development of the course of study.

   e. Many courses of study are in the process of updating.

   f. Public schools are unable to advertise for adult education the same as other post-high school institutions.

4. Instruction

   a. Advisory committees are deemed advisable.

   b. Lack of classroom supervision by administrators and vocational supervisors.

c. Site and facilities of new centers are well planned.

5. Staff Personnel

a. Staff and administration generally have sound working relationships.

b. Encouragement for instructional staff to gain professional growth is reported.

c. All staff are generally reported as having full certification.

6. Pupil Personnel

a. A total guidance program of activities is lacking in many local districts.

b. Policies of admission and student handbooks are either in process or recently have been made available.

7. School-Community Relations

a. Coordination or responsibility for public information is lacking in many districts.

b. Administrators are aware of needs for public information but how to do it is apparently a problem.

c. No valid means of assessing public information programs.

8. Evaluation and Accountability

a. Fiscal accounting procedures do not allow for research activities.

b. Vocational centers are well aware of federal and state funds for youth and adult programming.

c. Inventory lists are maintained by the vocational centers but lacking in local programming efforts.

Section VI Conclusions and Recommendations

A. PRIDE Procedures and Materials

1. Guidelines for revising the Administrative Review booklet need to be available from RSEE service.

2. Process of reporting state reactions to the Local Education Agency is satisfactory but consumes three months of the Assistant Director's time, and scheduling many times is awkward. Therefore, there is a need for a full-time supervisor in the area of Administration and Planning.

3. Service area report outline and instruction needs to be more explicit as developed by RSEE service.

4. Due to the LEAP program establishing objectives for planning and programming, the objectives of the administrative review could become more measurable.

5. Continuation of the VE-33 for follow-up visitation is highly recommended.

B. PRIDE Follow-up of FY-73

1. Coordination of a follow-up system is lacking, and the time available for staff to coordinate follow-up between services is restrictive, therefore, it is recommended that follow-up be accomplished by each service with the time and effort available.

2. Follow-up of state PRIDE reports for state direction is lacking and should be monitored by RSEE service.

C. Administration Variables

1. Board Policy and Administrative Procedures

a. Role of local vocational directors varies from district to district; therefore, state staff needs to be aware of the rationale for various patterns through regular meetings with local directors and supervisors.

b. Supervision from the JVSD to the home school needs clarification and intent as outlined through agreement forms for VEPD supervision.

2. Finance

a. Additional or increased state aid for vocational education needs to be supported by the Division of Vocational Education.

b. Patterns of supplemental equipment and remodeling funds need to be analyzed as a function of program maintenance.

3. Program Development

a. Project LEAP has updated local plans and a system for annual updating is essential for utilizing sound planning procedures.

b. Advisory committees need to be operational for all instructional programs.

c. Occupational analysis is needed for sound curriculum development in each occupational area.

d. Changes in statutes is recommended to allow public schools to advertise and promote their potential for serving adult learners.

4. Instruction

a. Teachers and supervisors should have written minutes of advisory committee meetings.

b. Local supervisors need greater in-depth training to assist teachers in the classroom.

5. Staff Personnel

   a. New state standard on extended service should be carefully supervised by state supervisors of the various services.

6. Pupil Personnel

   a. The Division of Vocational Education should continue to cooperate with the Division of Guidance and Testing to promote a total program of guidance activities in the schools of Ohio.

   b. Student handbooks need to be developed in all vocational centers and updated annually.

7. School-Community Relations

   a. Vocational directors should receive instruction on how to work with mass media in their area of service.

   b. Methods of writing news releases and new articles of public interest should be included in the in-service programs for local supervisors.

8. Evaluation and Accountability

   a. Written guidelines for coordinating North Central with PRIDE should be made available to all VEPD superintendents by RSEE service.

ADULT EDUCATION

Section I Vocational Service Area Description

Adult Vocational Education is administered, managed and supervised in the following manner. The fall orientation meetings are handled by the four Manpower Training supervisors under the direction of their assistant director. These supervisors capably represent Adult Vocational Education in the four PRIDE regions (NW, NE, SW, SE). They review with the local VEPD's the dates and deadlines of the adult review and adult report outline. The Manpower Training supervisors attend the team captain's meetings and meet with adult service representatives. The Manpower Training supervisors instruct local adult representatives to have adult review reports sent to them at Manpower Training Services. The Manpower Training supervisor then forwards adult reports to the state supervisor of Adult Vocational Education. (During these stages, there is close coordination and communication between Manpower Training and Adult Vocational Education services).

The state supervisor of Adult Vocational Education reviews and reacts to PRIDE reports. He then personally visits each local Vocational Education Planning District and will spend a minimum of one day to a maximum of two weeks with the adult representatives evaluating the total adult vocational program. He then completes the final PRIDE review and submits the final

report to the adult service representative.

Section II Vocational Service Area Goals or Major Purposes

The goals of the adult vocational education PRIDE review are to improve the quality and quantity of adult vocational education in Ohio. The adult review is also used as an instrument to encourage the local planning district to fully commit themselves to full-time adult vocational supervision, whereby 1977, each district will have a full-time adult vocational supervisor. The review is to establish local objectives, encourage sound administration and organization with improved program development and operation. Another goal is locating competent instructors and improve adult instruction with in-service training. The goals are further expanded to improve recruiting techniques, to enable every possible adult learner to have the opportunity to take advantage of local facilities to prepare or upgrade himself or herself in his or her occupational pursuits.

Section III Management by Objectives

The PRIDE report is used in conjunction with LEAP, Local Educational Agency Planning; and through the PRIDE review, each local district is encouraged to provide vocational education programs for persons who already have entered the labor market and who need training or retraining to achieve stability or advancement in employment. Each Vocational Education Planning District will play a role of the state objective which is to provide by 1982 retraining and upgrading adult vocational education programs for seven percent of all adult workers, adjusted to 1978 to provide for 253,678 or 5.1 percent of the five million adult workers. These goals and objectives are brought out in each local district where they are urged to provide adult vocational training to seven percent of the local working population. Adult enrollments will consist of approximately 42 percent of the total in the trades and industries, 25 percent in business and office occupations, 17 percent from distributive, nine percent in agriculture, and seven percent in job training home economics. In addition to this, each district is expected to reach a high percentage of housewives in homemaking courses as well as family living.

Section IV PRIDE Field Activities

Number of administrative units, programs and personnel involved:

Region	VEPD	Districts	High Schools	* Programs	Instructors	Committee Members
Northwest	5	11	9	11	33	30
Northeast	5	10	19	11	74	41
Southwest	4	13	6	7	32	34
Southeast	5	7	7	7	61	40
Totals	19	41	41	36	200	145

* A program in adult vocational education is the total adult program consisting of many courses or taxonomies. For example, the adult program at a joint vocational school is considered one program. If three satellites also have an adult program, then it is four programs (one at the JVS--three at the satellites).

Regional breakdowns:

Region	VEPD	Districts	High Schools	Programs	Instructors	Committee Members
Northwest	Vanguard JVS	5	5	5	12	4
	Washington L.	1	1	1	6	7
	Putnam Co JVS	3	1	3	3	6
	Sandusky C.	1	1	1	8	8
	Oregon C.	1	1	1	4	5
	Totals	11	9	11	33	30
Northeast	S[illegible] Cuyahoga	4	4	4	16	6
	[illegible]aplewood Area JVS	2	2	2	12	7
	Plain L.	1	2	2	18	6
	Cleveland C.	1	9	1	28	16
	Trumbull Co.	2	2	2	0	6
	Totals	10	19	11	74	41
Southwest	Upper Valley JVS	10	3	4	32	19
	Ohio Valley L.	1	1	1	0	5
	Lawrence Co. JVS	1	1	1	0	4
	Southern Hills JVS	1	1	1	0	6
	Totals	13	6	7	32	34
Southeast	E. Liverpool C.	2	2	2	15	7
	Licking Co. JVS	2	2	2	12	15
	Springfield L.	-	-	-	-	-
	Knox Co. JVS	2	2	2	22	12
	Belmont Co. JVS	1	1	1	12	6
	Totals	7	7	7	61	40

These field activites represented the evaluation activities of one person, which means that this one person reviewed 19 VEPD's, 41 districts in 41 separate buildings, personally came in contact and viewed 200 courses and the instructors. Many of the instructors were also interviewed, as well as the adults in the classes.

Section V Findings and Implications for Direction

A. Administration and Supervision

PRIDE review is the best tool for making the superintendents aware they need a full-time adult supervisor.

B. Adult Education

N/A

C. Curriculum and Instruction

There is a growing need for developing course outlines. There needs to be more in-service training for instructors. There are too many secondary instructors not interested or willing to teach adults.

D. Facilities and Equipment

There needs to be continued stressing that fo every high school program with facilities and equipment there should be generated one and one half adult vocational courses.

E. Instruction and Staff

If high school instructors are not willing to teach, then we must bring in outside instructors from business and industry. The attitude of too many instructors is that if they are personally not involved then they do not want outsiders handling their facilities and equipment and, in some cases, stock rooms. This attitude must not prevail and administrators must continually alert themselves to the fact that facilities are there for the convenience of the adult learners, not the teachers.

A plus factor is that there are many good secondary instructors teaching two to four adult courses a year. (Approximately 40 percent of all adult courses are being taught by high school instructors.)

F. Students (Adult Learners)

Too heavy of an emphasis is being placed in recruiting adults from brochures. There needs to be more emphasis placed on using advisory committees to help adult programs find adult learners through the many community organizations that exist. The adult supervisor must extricate himself from clerical duties to spend more time face to face with business and industry in determining needs.

G. Product Review

More attention needs to be placed on the follow-up of adults, in order to measure the effectiveness of adult training in preparing or upgrading these adults in their occupational goals. Continued effort must be extended in measuring the end results of adult vocational training by ascertaining the progress of adults on their jobs.

Section VI Conclusions and Recommendations

In order to maintain quality in Adult Vocational Education, assistance should be given in the PRIDE review by utilizing more state adult supervisors from other service areas, so that the evaluation of adult programs can be made on team basis rather than one person covering all Vocational Education Planning Districts.

Section VII Summary

PRIDE in adult vocational education is a worthwhile and meaningful process. It is making each Vocational Education Planning District aware that adult vocational education is part of the total educational process. It is establishing sound supervision--is helping local VEPD's to recognize the importance of advisory committees, where many have learned to use them for the first time. Through this process of supervisory and advisory leadership, the total program will be improved and the emphasis then can be placed on the development of curriculum, better instruction and more public relations. As a result of this, the total program will expand.

Statistical information indicates that, prior to full-time adult supervision, enrollment stays static at about 350. After the first year of full-time supervision, enrollment doubles and three years later it triples.

SPECIAL NEEDS EDUCATION

Section I Vocational Service Area Description

The Special Needs Service administers several areas of special vocational services within the Division of Vocational Education. These services are clearly mandated through the Vocational Education Amendments of 1968 (PL 90-576). The primary responsibilities of the service are derived from sources of Part A (102 b) to serve concentrated areas of disadvantagement and Part B identified as set asides to serve disadvantaged and handicapped persons. In addition, the Service administers Part H, Vocational Work-Study Programs, provided to assist disadvantaged youth enrolled in regular vocational programs.

The Special Needs Service is charged with the responsibility to initiate, develop, and provide new innovative vocational programs to serve identified disadvantaged and handicapped youth and adults--in school and/or out of school.

The disadvantaged and handicapped are identified according to the Division of Vocational Education, Special Needs Service Guide which requires the Local Educational Agency to assess and specify the disadvantagement and/or handicap that a participant demonstrates which prevents him from succeeding in a regular vocational program without assistance.

Upon approval and implementation of special programs and services to assist the target populations, it is the responsibility of the Special Needs Service to be certain that the district's implementation procedures are as approved and that approved budgets are adhered to. Also, on-site visitations are scheduled in order to observe implementation first-hand and made recommendations for program improvement, development and expansion.

Inasmuch as some Special Needs programming and services supports many of the other services (AG, T&I, etc.), it is also necessary to maintain an active working relationship with these services to have effective programming.

Section II Vocational Service Area Goals or Major Purposes

Comprehensive Special Needs Programming will:

1. Provide supplemental services for disadvantaged and/or handicapped persons who would otherwise be unable to benefit to their fullest potential through their involvement in career motivation, career orientation, career exploration, job training and upgrading vocational programs.

2. Provide modified instructional programming designed to enable disadvantaged and/or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach.

3. Provide adequate in-service activities for those staff persons who are assisting vocationally disadvantaged and/or handicapped persons.

Section III Management by Objectives

Not Applicable

Section IV PRIDE Field Activities

Region	VEPD	Districts	Funded Special Needs Programs	Committee Members
Northwest	5	19	1	27
Northeast	5	39	15	44
Southwest	4	34	0	19
Southeast	5	30	3	32
Total	19	122	19	122

Section V Findings and Implication for Direction

Special Needs review instruments were generally completed very poorly, if at all. Districts in many cases did not initially form a committee even after being told to do so because they "didn't have any special needs programs". It was pointed out that a committee was to be formed regardless of the status of special needs programming in the VEPD in order to provide for development of programming. The problems of this year have led to a change in the process for next year. A state supervisor will make a presentation to the review committee and conduct a discussion to answer specific questions and provide additional input to the committee. Only after that session has been completed will the committee react to the instrument in terms of their Vocational Education Planning District. It is felt that by this process the committee will have a better background from which to make recommendations.

Section VI Conclusions and Recommendations

The main concern of the Special Needs Service is not that of reviewing implementation of existing programs. Instead, it is one of getting administrators to extend themselves to develop effective programming for vocationally disadvantaged and vocationally handicapped youth and adults. By including the Special Needs Service in PRIDE, it forces administrators to take a hard look at the services (or lack of services) they are providing to the handicapped and disadvantaged.

Section VII Summary

Again next year, it is anticipated that as Special Needs moves into the field on PRIDE that most of our efforts will be directed toward the development of Special Needs programming within VEPD's. Statewide, with the exception of Cincinnati, there is a minimum of programming available in the VEPD's scheduled for review which would require efforts in the direction of improvement or expansion. The major thrust of the Special Needs Service, therefore, will again be that of getting a "foot in the door" in order to help districts realize the inadequacies of their present special needs programming and to help them understand what steps must be taken to correct the situation.

DIVISION OF GUIDANCE AND TESTING

Section I Vocational Service Area Description

A guidance program in the vocational service area consists of organized and sequential services in which each staff member of the school is a responsible participant. As a result of a totally coordinated team effort, such guidance services should be an integrated part of the school program, both instructionally and administratively.

Services basic to guidance have been outlined as nine dimensions in Guidance Services for Ohio Schools and include: Information Service, Pupil Appraisal and Record Service, Group Guidance Service, Individual and Group Counseling Service, Consultative Service, Parent Conference Service, Resource Coordination Service, Placement Service, and Evaluation and Planning Service. It is recommended that these services be developed building-and system-wide as a result of needs assessment, and that they be written and approved by the Board of Education.

Also, the Division of Guidance and Testing stresses the compliance with the 1968 Minimum Guidance Standards for Ohio Junior and Senior High School regarding proper certification, proper student-counselor ratio (400-1), adequate instructional materials and equipment and appropriate physical facilities to meet the needs of the guidance program.

Administrators contribute to the accomplishment of guidance objectives by cooperating with the counselor in his performance of staff functions and by

1. interpreting to the community and board of education the objectives, services, accomplishments, and needs of the guidance program;
2. initiating guidance in-service education of total staff;
3. establishing policies, regulations, and job descriptions for conducting the guidance program; and by
4. securing financial and clerical support for guidance functions.

Teachers contribute to the accomplishment of guidance objectives by cooperating with the counselor in his performance of guidance staff functions and by

1. presenting the educational and vocational implications of subjects being taught;
2. understanding the abilities, needs, interests, and goals of students and using this understanding in planning instruction;
3. helping students develop study skills;
4. providing a classroom climate which promotes positive self concepts and inter-personal relations; and by
5. supporting student activities which promote the achievement of guidance objectives.

Section II Vocational Service Area Goals or Major Purposes

Funds are available under the Vocational Education Amendments of 1968 for the employment of vocational guidance counselors or vocational guidance coordinators. These terms are used interchangeably. In comprehensive schools the vocational guidance coordinator is a member of the guidance staff, employed as an expansion of the school's ongoing guidance program, and is under the professional supervision of the school's system-wide director or supervisor of guidance. In joint vocational schools, vocational guidance counselors or vocational guidance coordinators are employed on the basis on one counselor for each 300 students. In either case, the person so hired is responsible for providing leadership for the development and coordination of the vocational guidance activities in their own school setting and in home schools. The coordinator provides current vocational and technical education information to all counselors, administrators, and teachers in the system to make sure that it is used together with other information regarding training opportunities as they work with students and parents.

The following duty statements encompass the major goals or purposes of the vocational guidance coordinator:

1. Takes initiative in bringing various groups together to provide a forum for discussion, planning and action.
2. Involves community employers, service agencies, and local vocational educators in the total guidance program.
3. Plans and coordinates activities to assist the community to understand the vocational guidance program.
4. Develops and organizes vocational guidance information, and initiates procedures for the use of this information by counselors, teachers, and students.
5. Plans and coordinates group guidance activities which facilitate the vocational career development of students.
6. Identifies the student information which is needed to facilitate the vocational guidance program.
7. Consults with administrators and vocational educators concerning the placement of students in vocational education.
8. Counsels with students individually and in groups.
9. Coordinates vocational guidance research and evaluation activities including placement and follow-up.
10. Provides descriptive data for staff and administration to point up achievements and needs in the vocational education program, and for use in public relations.

Section III Management by Objectives

Quantitative and qualitative goals have not been set forth in a Guidance Management by Objective statement.

Section IV PRIDE Field Activities

The number of administrative units, programs, and personnel visited in PRIDE during 1973-74 are:

Region	VEPD	Districts	High Schools	Programs	Counselors	Committee Members
Northwest	5	17	17	17	38	136
Northeast	5	44	60	60	204	480
Southwest	4	27	33	33	64	264
Southeast	5	27	29	29	62	232
Totals	19	115	139	139	368	1,112

Section V Findings and Implications for Direction

A. Guidance Staff

1. A majority of the employed counselors have earned the School Counselor Certificate.

2. A number of schools are not meeting Minimum Standards for Ohio High Schools by employing at least one full-time counselor for every 400 students.

3. Most counselors are assigned full-time

4. A number of schools have not employed at least one-fourth-time secretary for each full-time counselor.

5. A majority of the counselors have attempted to sensitize themselves to the needs of the student population, and show evidence of keeping current in the guidance profession.

B. Guidance Facilities and Equipment

1. A majority of counselors have a private counseling facility in the building to which assigned even though some are very small and crowded.

2. Most guidance offices have files for reports and materials, bookshelf space for references and informational materials, and a telephone for intra-school and out-of-school use.

3. Reception areas too often did not have adequate shelves for informational materials which can be used by pupils, space for secretary, a telephone which controls incoming calls to school counselors, files for guidance records and informational materials, and secure storage space for tests and other materials.

4. In too many instances guidance facilities were not separate from the administrative offices.

5. The availability of a tape recorder and other needed audio-visual equipment was not in evidence in most schools visited.

6. Many schools are providing space for informational materials in the school library.

7. It was rare that space is provided in the school plan for group guidance sessions for all students.

C. Guidance Coordination and Administration

1. Until the PRIDE visit, few schools had a guidance advisory committee consisting of students, parents, teachers, administrators and counselors that was organized so that concerns and needs related to the guidance program can be effectively discussed and acted upon.

2. Very few schools have written objectives, policies and procedures and job descriptions that have been approved by the superintendent and the local board of education.

3. Building principals are not always aware of their responsibilities in a guidance program.

4. Very few of the schools visited had a guidance coordinator (department chairman) who was responsible for coordinating the guidance activities and communications through periodic staff meetings.

5. Too few schools have made provisions for the employment of counselors on an extended year basis due to a lack of finances.

6. Financial provision via a guidance budget was lacking in most schools.

D. Guidance Program Activities

1. Informational materials were often limited in number and were outdated.

2. Current information appearing on bulletin boards varies in completeness and attractiveness.

3. Pupil appraisal and record service was handled effectively in many schools, but left much to be desired in others.

4. Group guidance was a need identified in most schools with the common complaint of the unavailability of time and/or space.

5. Most counselors assumed the responsibility for individual counseling.

6. Many schools use group counseling sparingly.

7. Time can be used more effectively in most schools in assisting or preparing to assist other school staff members.

8. Most schools indicated a need for closer relationships with parents.

9. Some interesting approaches have been developed in understanding and utilizing community resources, but most school personnel indicated a need and a desire to do more in the area.

10. Some vocational counselors are involved in job placement but most successes are in the area of educational placement.

11. Where follow-up studies are conducted, it is usually for one year only.

E. Administrator and Teacher Participation

1. It was generally determined that there is a need for more involvement of the administrator in interpreting to the community and the board of education the guidance objectives, activities, accomplishments and needs for further development.

2. Many references were made for additional use of such resources as newspapers and parent-teacher groups to announce guidance program activities.

3. There were numerous requests for the building principal to meet periodically with the guidance staff to review the progress of the guidance program and to plan future guidance activities.

4. Slow but steady progress seems to be made for each teacher presenting the career implication of subjects being taught.

5. The same is true with the teacher presenting the future educational implications of subjects being taught.

6. Numerous times reference was made to the need for teachers to instruct students in the study skills appropriate for the subject matter areas.

Section VI Conclusions and Recommendations

An overall conclusion is one of high praise for the self study approach in each school that has been established as the procedure for PRIDE. As a result, more school publics are involved in reviewing guidance programs in each school than has been done previously. Frequently the members of the self review team expressed a desire for a continuation of their meetings.

Below are some of the more frequently mentioned recommendations:

1. Either the same Program Review Committee, or a reorganized guidance advisory committee, composed of a cross section of the school and community that includes a member of the board of education, should be established and maintained so that concerns and needs related to the guidance program can be effectively communicated to the various school publics. Periodically, they should review the prepared PRIDE Report to note progress in implementing the suggestions contained in the report.

2. A written program for guidance services needs to be cooperatively developed utilizing input from the Guidance Advisory Committee so that a monthly calendar can be developed that will highlight priorities of the guidance program at school identified. The program should be approved by the school superintendent and the school board of education.

3. Consideration should be given on how best to publicize the guidance program at school identified so as to reach the various publics of the school. It was indicated that a real weakness is communication with the various publics the school serves.

4. It was suggested that there is a need to review group guidance for a more formalized approach. This should involve all students on a regularly scheduled basis.

5. A need was expressed for an expanded program of in-service for the staff. This could be particularly helpful to alert them to the importance of making their courses more relevant by identifying the practical uses of their course in a work setting or in an educational one. It would also be useful in alerting the teachers as to the guidance functions at school identified and how they can become more a part of the ongoing guidance program.

6. A budget review should be conducted to determine the wisdom of developing an annual budget for the guidance program.

7. A need for professional secretarial help was indicated in addition to that which is presently being provided by students. The Division of Guidance and Testing recommends one full-time secretary per four counselor units or the appropriate fractional equivalent.

8. Planned meetings for the guidance staff with the administrators to discuss the guidance program were indicated as being helpful.

9. It was indicated that space limitation and cramped facilities for the counselors make confidentiality difficult. It was also stated that the reception areas were too small to be comfortable for incoming students, and students seeking information. Interruptions with counseling sessions with students and others need to be held to a minimum if maximum benefits are to be derived from them.

Section VII Summary

A. Program Improvement

PRIDE has proven invaluable to guidance services for it is alerting the many school publics to the contents of a guidance program. Adding the section in the PRIDE review booklets for identifying the recommendations and their priorities for improving the guidance activities with the approximate costs and suggested dates for implementing the recommendations provides stimulation and direction for action.

B. Program Development

As a result of PRIDE, guidance programs are being expanded to fulfill the intent of the nine dimensions identified as the content for an ongoing guidance program. An awareness is being developed among administrators and teachers as to their roles in expanding and improving guidance programs. Counselors are assuming new leadership roles in helping to identify the contributions that can be made to the guidance program by the various publics of the school.

C. Program Expansion

As a result of examining and discussing the guidance program activities by and with the guidance review committee, it is reported that as many as 70 percent of the recommendations are either implemented or are in the process of implementation one year after the PRIDE initial visits. This is a success story that clearly indicates the value of PRIDE.

AGRICULTURAL EDUCATION

Section I General Purpose of Ohio's Agricultural Education Program

The purpose of the Agricultural Education Program is to provide quality education as a part of the total program of public education in agri-business, natural resources, and environmental protection. Programs shall be for all persons in all geographical areas preparing for employment in, or employed in, occupations requiring knowledge and skills in agri-business and related sciences at the pre-vocational, vocational, and technical levels. Programs must be commensurate with the employment, technical and economic needs and demands of the state's total agri-business and natural resources industry.

Section II The Primary Purpose of Supervision of Agricultural Education in Ohio

The primary purpose of the state supervisory staff in Agricultural Education is to provide educational leadership and management to maintain present programs at an efficient and effective level; to expand present programs to reach more people; to extend by adding new programs; and to improve programs with the development of local leadership and supervision.

Section III Agricultural Education Service Program Objectives from July 1, 1972 to July 1, 1977

A. To provide a career orientation program for 270,000 students in the next five years at the seventh and eighth grade levels.

B. To provide basic educational programs in Agri-Business, Natural Resources, and Environmental Protection for 10,182 ninth and tenth grade students each year.

C. To provide specialized Agricultural Education programs for 12,091 eleventh and twelfth grade students in Production, Agri-Business, Agricultural-Industrial Equipment and Services, Agricultural Products, Horticulture, Resource Conservation and Recreation, Environmental Science, Forestry, disadvantaged and handicapped youth (AWE).

D. To provide a statewide FFA program of leadership and citizenship development as an integral part of the instructional program for all students enrolled in all agricultural education instructional areas.

E. To continue to maintain and develop a Conservation Education, Leadership Development, and Recreation Center to serve in-school and adult groups at FFA Camp Muskingum.

F. To provide post-secondary programs for 2,000 students to be trained as agricultural technicians.

G. To provide continuing preparatory and supplementary educational programs for five percent of the adult agricultural work force.

H. To provide continuing preparatory and supplemental educational programs and a statewide Young Farmer organization for 2,500 young farmers enrolled in organized instructional programs.

I. To develop a statewide environmental management center for training and retraining semi-skilled and skilled people for environmental control occupations.

J. To provide assistance and leadership to 625 teachers in selecting, procuring, and using curriculum materials.

K. To provide and conduct a pre-service and in-service educational program to meet the needs of all teachers, supervisors, and state staff members in Agricultural Education.

Section IV PRIDE Field Activities

Summary:

	NW	NE	SE	SW	TOTAL
No. of VEPD's Involved	5	5	5	4	19
No. of School Districts Involved	17	28	18	27	90
No. of High Schools Involved	17	28	18	27	90
No. of Ag. Programs Involved	14	13	16	26	69
No. of Ag. Committee Members Involved	112	114	128	208	562

Summary of Statewide Activities

1. Sixty-nine Vocational Agriculture programs were completely evaluated by a local review committee and a member of the state supervisory staff and recommendations made to develop and expand each program.

2. Nearly 600 Vocational Agriculture teachers, farmers, agri-business employees, guidance counselors, and lay people in the community helped to review, develop, and recommend changes in the above programs.

Section V Findings and Implications for Direction

The review of all programs had outstanding leadership from the Vocational Education Planning District administrators who served as coordinators of the 19 VEPD's. In many cases, the local agricultural supervisor or a teacher selected by the Coordinator served as the agricultural education chairman. These people were very cooperative, had excellent attitudes, and maintained a time schedule which helped conserve time and made materials and resources available to us.

As a result of the self-review reports and personal visits to all existing Agricultural Education programs, the following findings from PRIDE activities are:

A. Curriculum

1. Most programs have a well-planned yearly curriculum in detail organized by week in the year.

2. Off-farm agricultural program instructors are doing very little group instruction during the summer season. The majority is individual instruction.

3. Fifty percent of the production agriculture instructors are not up-grading the curriculum to meet the up-to-date information available to teach to high school students, adults, young farmers, agriculturalists.

4. Ninth and tenth grade programs are not available to all students in all schools.

5. Instructional materials need to be up-graded in many schools. An average of $300 per department needs to be spent.

6. Many program curriculum plans do not include sufficient instruction to meet the performance and behavioral objectives needed by the students.

7. Additional programs in some taxonomies need to be added.

B. Facilities

1. Housekeeping in the laboratories is a common problem.

2. Fifty percent of the schools have a need for the expenditure of funds in redesigning laboratory space, heating, ventilation problems, and reconditioning usable equipment.

3. Storage of materials is a constant problem.

4. Many schools do not have available the minimum tool requirements for small engine instruction.

5. Existing land laboratories have not been developed to make them a good instructional aid.

6. Budgets have not been established by the local school board to purchase needed consumable supplies and additional equipment as needed.

7. Transportation is a problem to many schools to conduct field trips to supplement classroom instruction.

C. Staff

1. Vocational Agriculture teachers are doing an excellent job of participating in in-service training programs available to them.

2. Many teachers need secretarial assistance.

3. Career orientation must take place to insure the enrollment of all students who desire skills and abilities in agricultural occupations.

4. The use of community resources are necessary to up-grade the instructional program.

5. More teacher time must be available and used to properly supervise the occupational experience of the students. Each teacher should visit every student four - six times annually.

6. Twenty-five percent more adult education is needed in all taxonomies of agricultural education.

7. Many teachers need to improve the local leadership development program through the FFA.

8. Teachers need to perform on a full-time year-round basis in production agriculture and no less than six weeks basis in all other taxonomies of the program. Production agriculture programs need to be continuous programs throughout the year.

D. Students

1. In general, most students are enrolled in Vocational Agriculture programs because they have a desire to gain skills in the agricultural taxonomies.

2. All students in all programs at the eleventh and twelfth grade levels need the ninth and tenth grade plant and animal science and shop skill program as a part of a total program of agricultural education.

3. All students in all programs need to develop a more complete supervised occupational experience program.

4. More students must be guided to the specialized agricultural education programs at the high school and technical levels.

E. Administration

1. Most school administrators in these 21 Vocational Education Planning Districts are providing excellent leadership toward the development and expansion of Agricultural Education programs.

2. Some administrators need to give leadership toward improvement of public relations, provide a more complete guidance program, and help to improve physical facilities and classroom instruction.

Section VI Conclusions and Recommendations

Conclusions:

1. Fulltime Agricultural Education Supervisors are needed in each Vocational Education Planning District to coordinate and supervise all programs in agriculture. By 1977-78, all programs and teachers would be funded and administered through the Vocational Education Planning District.

2. More career orientation coordination must be used by the Agricultural Education and guidance personnel to make it possible for all students wanting and/or needing skills and abilities in agriculture at all levels have an opportunity to enroll.

3. More teachers must conduct adult education programs in all taxonomies of agriculture.

4. Most local schools need to up-grade laboratory facilities and equipment to meet the need of their students.

5. All schools need to establish an annual budget for the securing of instructional materials.

6. Better use of community resources are necessary to up-grade the instructional program.

7. Additional units of off-farm programs must be added where there is need.

8. More local schools need to add ninth and tenth grade agricultural instructional programs.

9. All teachers must continue to up-grade themselves by participating in a well designed in-service training program.

10. Teachers employed in the specialized non-farm programs must offer a program of group instruction including 30 hours of instruction per student during the summer months.

Recommendations:

Local Planning and Administration

1. The local Agricultural Education staff in cooperation with the local administrators will develop quantitative objectives for a five-year program in the local school district. The State supervisory staff would review and assist in the revision of these objectives.

2. An advisory committee recommended by the school administration and appointed by the Board of Education will review, at least once a year, the progress of the total program and make recommendations for development and expansion of each program of Vocational Agriculture.

3. The local Agricultural Education staff will review monthly the progress of the five-year plan.

4. The local Agricultural Education staff will develop a list of resources available and plan for the use of these resources in accomplishing the objectives.

5. Communications and public relations need to be strengthened between teachers, administrators and home schools.

6. Local supervisors need to continue to up-grade programs, including the establishment of budgets for equipment and supplies and help to reduce criteria standard infractions.

State Field Activities

1. The members of the supervisory staff responsible for the programs and activities in the Vocational Education Planning District shall develop a yearly plan and time schedule with sufficient allocation of state staff time to evaluate the implementation and completion of the recommendations as indicated by the programs and activities in meeting objectives.

2. Develop with the Agricultural Education personnel in the Vocational Education Planning District the management by objectives concept.

3. To develop and implement a plan of communication between the state staff and local districts.

4. To assist the local Agricultural Education staff in developing its qualities of leadership that are necessary to manage and direct a total program of Agricultural Education.

5. The Agricultural Education Service has developed specific quantitative objectives with programs and activities to accomplish these objectives within the next five years. Local programs will be "geared" to meeting these statewide objectives.

BUSINESS AND OFFICE EDUCATION

Section I Vocational Service Area Description

Business and Office Education is designed to give initial preparation, refresher, and upgrading instruction for occupations relating to the facilitating office function including activities of recording and retrieval of data, office supervision and coordination, internal/external communications, and information reporting.

The goals include providing BOE programs for at least 18 percent of all high school graduates. Adult and technical programs will be offered in the overall goal.

BOE programs are established by criteria approved by the State Board of Education and are developed, administered, and evaluated (PRIDE) by the staff.

Section II Vocational Service Area Goals and Purposes

A. Establish programs in all schools which have the student base to support a program.

B. Continue the program approach to Business and Office Education as opposed to the subject approach.

C. Develop quality programs to enable the students to be contributing members of society through the development of the necessary skills, attitudes, and work habits.

D. Duplicate the modern office of today in the school laboratory encompassing the open concept and office landscaping and up-to-date equipment and full-size office furniture.

E. Develop and establish programs where needed for new and emerging office occupations.

F. Promote youth club activities as an integral part of the curriculum of all programs.

G. Promote and establish adult programs.

H. Continue to support the PRIDE program as an effective means for improvement and evaluation of programs.

Section III Management by Objectives

Statistical assumptions used on the following table (page 34):

A. All JVS programs will use Type 00 programming (1 unit per class).

B. All other schools will project at the rate of current operation (Type 00, 01, or 02).

C. A minimum average of 20 per class will be used. All programs will be less than maximum enrollments.

D. Programs will be initiated according to the dates.

E. Projected enrollments are assumed to be accurate and realistic.

F. Programs projected by districts were planned on the basis of employment opportunities in the respective districts.

G. Programs were planned on the basis of needs of the students in the respective districts.

H. Staff projections for FY75 did not delete currently operating programs unless stipulated in Local Planning District Plan, and at the same time assumed enrollments might fluctuate on divergent patterns from plan.

I. Unit count projected to FY75 is inflated on the basis that additional programs planned to JVS situations were assumed to go to the JVS at the rate of Type 00 programs (1 unit per section).

J. All Type 02 programs will operate at .67 unit.

K. Staff assumes that FY75 projections will be subject to yearly revisions and adjustments including review.

L. If programs were proposed to exceed the 23 percent of enrollment in the Local Planning District Plan, these programs were accepted; if planning by the Local Planning District fell below 23 percent, projection to FY75 was made to 23 percent.

M. Local projections of the Vocational Education Planning District too often do not reflect communication, agreement, and total planning by ALL districts within the VEPD and must be supplemental by leadership and clarification by state staff.

SUMMARY SHEET 'ALL DISTRICTS

TABLE BOE - 1

VOCATIONAL EDUCATION PLANNING DISTRICT
PROJECTED ADM AND INSTRUCTIONAL UNITS
WORKSHEET
(USED IN CONJUNCTION WITH OVP-1, 2, 3)

STATE DIVISION OF VOCATIONAL EDUCATION PROJECTIONS

lan. ist.	Project. Number of Students By 1974 Col. 7	Min. No. Students to be provided Vo Ed Col 9	Program Taxonomy	ENROLLMENT AND UNIT PROJECTION											
				1971		1972		1973		1974		1975		1976	
				ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS
37			14.0100	1,444	55.44	1,541	63.15	2,271	94.49	3,090	138.50	4,028	183.90	4,247	192.06
			14.0200	1,000	38.16	1,035	44.86	1,541	64.82	2,221	94.15	3,125	134.15	3,230	138.98
			14.0301	293	13.16	302	13.67	421	20.64	516	24.64	732	35.98	847	41.47
			14.0302	313	15.14	318	15.59	437	20.25	681	30.06	807	35.74	898	40.74
			14.0303	5,892	211.10	6,657	267.46	8,161	335.65	9,561	385.27	11,464	466.37	11,642	475.86
			14.0399	234	11.83	271	14.00	355	19.83	931	36.86	1,303	49.03	1,366	53.03
			14.0400									20	1.00	35	2.00
			14.0500	15	.50	29	1.34	30	1.66	80	3.00	132	5.67	175	8.34
			14.0600			24	1.00	67	3.00	107	5.00	200	8.00	200	8.00
			14.0700	9,358	324.57	9,836	387.97	11,131	445.00	12,424	500.16	14,097	574.09	14,225	579.41
			14.0800	34	1.66	52	2.49	40	1.66	40	1.66	40	1.66	40	1.66
			C. O. E.	3,678	197.47	3,943	210.47	4,607	233.00	5,233	259.00	5,897	287.00	5,975	291.00
	Totals for Districts			22,261	869.03	24,008	1022.00	29,031	1240.00	34,883	1478.30	41,845	1782.59	42,880	1832.55
SUPERVISORS 101 FT 24½T			ADULT FT			60	3.00	540	27.00	2,160	108.00	2,380	119.00	2,420	121.00
			PT(ENR.)			24,901		31,300		38,346		45,177		53,075	
			Hours			49,802		62,600		76,692		90,354		106,150	

Section IV PRIDE Field Activities

The number of administrative units, programs, and personnel involved in PRIDE during 1973-74 are:

Region	VEPD	Districts	High Schools	Programs	Committee Members	Lay Members
Northwest	5	18	18	23	149	104
*Northeast	5	31	48	92	552	386
Southwest	4	13	16	25	174	114
Southeast	5	30	19	31	222	148
Totals	19	92	101	171	1,097	752

The number of administrative units, programs and instructors visited in PRIDE during 1973-74 are:

Region	VEPD	Districts	High Schools	Programs	Instructors
Northwest	5	14	14	23	40
*Northeast	5	22	37	92	187
Southwest	4	13	16	25	44
Southeast	5	19	19	31	54
Totals	19	68	86	171	325

* Northeast included Cleveland and all staff members were involved in order to complete the task.

Section V Findings and Implications for Direction

A. Administration and Supervision

Working with local administrators where local BOE supervisors are employed to help them to understand that the supervisor has responsibility to all programs in the VEPD.

B. Adult Education

Full-time programs have not materialized as anticipated. Local schools indicate that potential enrollees are having difficulty acquiring tuition fees. Also, promotion of programs in the community does not appear to be adequate.

C. Curriculum and Instruction

1. Coordinated planning of a course of study between teachers of the junior and senior sections of a program.

2. Integration of learning areas at the junior year and simulation at the senior year as methods of instruction are increasing.

3. Lack of adequate facilities and equipment tend to inhibit the development of curriculum.

D. Facilities and Equipment

Improvement has been found in many cases; however, facilities and equipment remain a problem in the comprehensive high school because they are not eligible for a building project nor do they have a large number of vocational units to consolidate the funds provided for supplemental equipment.

E. Instructional Staff

1. Majority of teachers meet or are working toward meeting the qualifications for teaching in a program

2. Weaknesses are generally found in the specialized programs such as office duplicating and data processing.

F. Students

1. Communication with students providing information about programs prior to sign up is weak. Students should be aware of the background necessary for success in a program, the objectives of the program, and the availability of programs.

2. Youth club activities are more extensively being used to maintain an interest in the program and to develop leadership and followership abilities.

G. Product Review

Follow-up is being done be someone other than the teachers; hence, it has become a gathering of numerical data, and has no direct bearing on curriculum improvement.

Section VI Conclusions and Recommendations

A. Continue working with teachers in development of courses of study through:

1. Task analysis

2. State guidelines

3. Effective use of active advisory committees

4. Expanded follow-up studies conducted by teachers

B. Better communications with students prior to entering high school so they will have a basis for program selection. Until career education is a part of every school curriculum, this responsibility becomes a cooperative effort between the vocational BOE teachers and the guidance department.

C. Continue to upgrade facilities and equipment. Supplemental equipment funds be allocated to schools involved with PRIDE.

D. Promotion and implementation of adult programs for more efficient use of present facilities and equipment. Additional programs did not develop as planned. Review of criteria for adult programs should be undertaken.

E. Teacher education programs should be reviewed to provide adequately trained teachers in specialized fields.

Section VII Summary

Program improvement and development will result through emphasis on the following:

A. Establishment and effective use of active advisory committees.

B. Local BOE supervisors working with all vocational BOE teachers in the VEPD.

C. Promotion of full-time adult programs.

D. Working with administrators and teachers in upgrading facilities and equipment.

E. Providing in-service conferences through teacher education institutions emphasizing integration and simulation as teaching methods in block programs.

DISTRIBUTIVE EDUCATION

Section I Vocational Service Area Description

Distributive Education

The purpose of distributive education is to provide quality education as a part of the total program of public education, to meet the needs of all persons who desire to enter, progress, upgrade and improve their skills, attitudes, knowledge and ability in occupations involving one or more of the marketing functions involved in the merchandising, marketing or management of the distribution of all manufactured or produced commodities, goods and services.

The functions of marketing includo buying, selling, storing, transporting, risk bearing, financing, marketing research, standardizing and grading, as performed by proprietors, managers and employees in all retail, wholesale and service businesses and in those marketing activities performed by all manufacturers and producers of commodities, goods and services.

The Distributive Education Services of the Division of Vocational Education, Ohio Department of Education, has the responsibility and authority to provide leadership to and administer a statewide program of distributive education that is organized and conducted in cooperation with public schools and private schools and educational agencies that are operated under the control of or contract with the State Board of Education.

Occupational Work Adjustment

The purpose of the Occupational Work Adjustment program administered by the Distributive Education Service is to provide a meaningful career oriented educational program for 14 and 15 year old under-achieving, drop-out prone youth.

The program is designed to allow the students to become re-oriented and motivated toward education and explore careers through work experience and thus becomes a means of helping students move into the educational mainstream and participate in any educational program which fits the individual student's interest, needs, and abilities.

The Distributive Education Services of the Division of Vocational Education, Ohio Department of Education, has the responsibility and authority to provide leadership to and administer a statewide program of occupational work adjustment that is organized and conducted in cooperation with public schools and private schools and the educational agencies that are operated under the control of or contract with the State Board of Education.

Section II Vocational Service Area Goals and Purposes

Distributive Education

A. Provide leadership for the improvement of on-going and for the development of new pre-vocational, vocational, technical and adult programs in distributive education.

B. Develop standards for and approve programs, facilities and equipment for pre-vocational, vocational, technical and adult distributive education programs.

C. Approve programs in distributive education in accordance with standards for Ohio School Foundation units and allocate state and federal vocational funds for programs approved.

D. Provide leadership for the further development of youth organizations as an integral part of distributive education for students preparing for employment or further education in the field of distribution.

Occupational Work Adjustment

A. Provide leadership to the improvement of on-going and the development of new programs in occupational work adjustment.

B. Develop standards for and approve programs, facilities and equipment for occupational work adjustment programs.

C. Approve programs in occupational work adjustment in accordance with standards for Ohio School Foundation units and allocate state and federal vocational funds for programs approved.

D. Provide leadership to the further development of youth organizations as an integral part of occupational work adjustment for students preparing for further education or employment.

Section III Management by Objectives

Distributive Education

Objective #1:

To provide basic educational programs in distribution and marketing for 18 percent of the secondary level students with 10 percent of the programs being in specialized programs of instruction to serve the needs of the following numbers of persons:

Scope	1974-75	1975-76	1976-77	1977-78	1978-79
Coop & Project	11,399	12,236	13,073	13,910	14,812
Specialized	1,266	1,359	1,452	1,545	1,645
Total Students	12,665	13,595	14,525	15,455	16,457
Total New Units	40	60	62	62	64
Total Units	429	489	553	615	679

Objective #2:

To provide information relative to vocational education programs in distribution and marketing for improvement, development, and expansion to review the educational process variables identified as (1) curriculum and instruction, (2) facilities and equipment, (3) instructional staff, (4) students and (5) product review.

Number of Programs Reviewed	1974-75	1975-76	1976-77	1977-78	1978-79
	86	98	110	122	136

Objective #3:

To provide a statewide DECA program of leadership and citizenship development, as an integral part of the instructional program for students enrolled in all secondary distribution and marketing areas.

1974-75	1975-76	1976-77	1977-78	1978-79
75% Mem.	80% Mem.	80% Mem.	80% Mem.	80% Mem.
9,499	10,876	11,620	12,364	13,165

Objective #4:

To provide continuing preparatory and supplementary educational programs for 15 percent of the adult distribution and marketing work force.

Projected Number of Persons to be Served	1974-75	1975-76	1976-77	1977-78	1978-79
	51,661	53,607	55,553	57,499	59,448

Occupational Work Adjustment

Objective #1:

To provide basic educational programs in OWA to meet the needs of students considered as potential drop-outs, 14-15 years of age.

Scope	1974-75	1975-76	1976-77	1977-78	1978-79
Total Students	7,440	8,240	9,040	9,840	10,640
Total New Units	50	50	50	50	50
Total Units	399	449	499	549	599

Objective #2:

To provide information relative to occupational work adjustment programs for improvement, development, and expansion and to review the educational process variables identified as (1) curriculum and instruction, (2) facilities and equipment, (3) instructional staff, (4) students and (5) product review. Total Vocational Education Planning Districts -- 109 -- with 20 percent of the programs reviewed annually.

Number of Programs Reviewed	1974-75	1975-76	1976-77	1977-78	1978-79
	80	89	100	109	120

Section IV PRIDE Field Activities

Distributive Education

Units involved:

PRIDE Areas	VEPD	School Districts	High Schools	Programs	Instructors	Committee Members
Northwest	5	8	8	8	8	45
Northeast	5	21	30	38	38	246
Southwest	4	5	5	5	5	40
Southeast	5	17	10	13	13	65
OWA-Ohio	16	32	54	58	58	310

Units visited:

PRIDE Areas	VEPD	School Districts	High Schools	Programs	Instructors
Northwest	5	8	8	8	8
Northeast	5	21	30	38	246
Southwest	4	5	5	5	5
Southeast	5	17	10	13	13
OWA-Ohio	16	32	54	58	58

Section V Findings and Implications for Direction

Distributive Education

A. Teachers are becoming more involved in program planning as a result of a critical self-review through the use of PRIDE.

B. The majority of coordinators lacked individual training plans for each student on his/her training stations and need a better understanding of why training plans are needed.

C. Existing facilities and equipment are being used more efficiently; however, many programs lack adequate equipment and equipment is not properly supervised when other classes use the laboratories.

D. Local administrators are becoming more aware of the program goals and objectives.

E. Some coordinators needed more up-to-date curriculum materials, textbooks, etc., for use in the program as well as a defined and planned course of study.

F. More coordinators are becoming involved in the promotion and development of adult courses in distributive education and are teaching these courses when necessary.

G. Better use is being made of instructional media in the classroom.

H. More adequate records need to be kept on all program graduates.

I. Teachers, employers, administrators and counselors are working more closely together in determining the qualities necessary for success on the job in various distributive occupations; however, local advisory committees should be utilized on a continuing basis.

J. Most of the teachers hold a four year certificate in distributive education. A few schools had staff that needed additional professional hours in distributive education.

K. There is a need for coordinators to place more emphasis on vocational training in place of consumer education.

L. More work needs to be done by local coordinators with the individual training sponsors of students in training.

M. Youth club activities are on the increase in nearly all of the districts involved.

N. Several districts could support a full-time distributive education program.

O. Nearly one-half of the schools indicated improvement was needed in work with local advisory committees.

P. Intensive in-school laboratory programs are needed for juniors and sophomores in the area of distribution.

Q. Most students are placed in acceptable distributive occupations for their training stations; however, there is a need to accept students in programs having an occupational objective in distribution.

R. A need for more full-time distributive education local supervisors.

S. Consideration was being given to specialized programs in distribution such as broadcasting arts, fashion coordinating, mass merchandising, display, warehousing, etc.

T. Some districts reported a need for more equipment and a better variety of equipment.

Occupational Work Adjustment

A. Curriculum needs to be developed to meet individual student needs as well as to incorporate more vocational and job orientation; however, remedial work in most units is well developed.

B. More administrators are well informed and enthusiastic about the objectives and results of the program. Expendable student materials in the curriculum area was generally inadequate.

C. Facilities, equipment and expendable materials are inadequate for most OWA programs. Special equipment needs should be identified in cooperation with the vocational division.

D. The coordination aspects and activities of coordinators need to be strengthened, particularly in visitations and the relating of work to school.

E. Coordinators are doing an excellent job in selecting students who meet the criteria for entrance in the program.

F. Less than one-half of the students are employed in private business or industry. An increase in minimum wages and the lesser amounts of student stipend funds available for local programs are having a direct bearing upon development of new programs and student placement in private or public industry.

Section VI Conclusions and Recommendations

Conclusions and recommendations are based upon the reports given and findings. The local reports can become the base for program improvement and will be referred to in follow-up visits of state staff.

Distributive Education

Conclusions are:

A. Follow-up studies are being carried on; however, more comprehensive five-year follow-up studies need to be conducted.

B. Teachers are using audio-visual instructional aids to a greater degree in their individual programs.

C. Communications and public relations need to be strengthened between teachers, administrators, parents and employers.

D. More teacher education services need to be provided to meet the needs of in-service training as well as pre-service training.

E. Work with local advisory committees has improved but more effort needs to be expended in this area.

F. The use of training plans has improved but much more work needs to be done in the development of individual training plans for each individual student on his or her particular training station.

G. Coordinators want and need a better variety of equipment for their individual programs.

H. Coordinators need to become more adequately involved in the student selection process and the development of criteria for student selection.

I. More programs need to be developed to meet the needs of juniors and even sophomore students.

J. Supervisors, directors and teachers are revising program offerings and they are looking for programs that will better meet student and community needs.

K. Youth club activities are involving more students but efforts need to be expended at the local level to involve, to a greater, degree, all students in the youth activity chapter.

L. Teacher education needs to develop courses that provide instruction for specialized program instructors and for project program instructors.

M. Home visitations should be made by teacher coordinators during extended service and throughout the school year.

N. The distributive education program is educating and training students to meet the needs of employers.

O. Students should have a career objective on file which relates to their program of instruction and job placement.

Occupational Work Adjustment

Conclusions are:

A. Coordinators need to provide and make the time necessary for visitation of students on-the-job and then, relate the work to the school curriculum.

B. Communications and public relations need to be strengthened between teachers, administrators, parents and employers of students enrolled in OWA programs.

C. Space, facilities and equipment continue to be an area of concern and need for OWA programs.

D. More students need to be placed in private industry by local coordinators.

E. More teacher education services need to be provided to meet the needs of in-service and pre-service training.

F. A better follow-up program needs to be developed to identify what programs of education are being followed by students completing the OWA program.

G. The OWA program is working effectively in meeting the needs of students in relevancy in education and dignity in work.

Section VII Summary

In summary, the PRIDE activities at the local level have pointed up a variety of functions that need to be improved --- but PRIDE is working and is of value to local districts. Much improvement has been in evidence as a result of PRIDE (1973) and subsequent follow-ups by state staff personnel.

New programs have been developed as a result of recommendations made by local personnel involved in past PRIDE activities although only a few programs have expanded at the local level as a result of PRIDE activities.

HOME ECONOMICS EDUCATION

Section I Vocational Service Area Description

Vocational Home Economics is a multifaceted program requiring extensive administrative, management, and supervisory functions as programs are implemented at secondary, post-secondary and adult levels throughout the school districts in Ohio.

The major emphasis of Vocational Home Economics is directed toward helping individual students prepare for the occupation of homemaking and for jobs related to home economics knowledge and skills in a career oriented society.

For both youth and adults the program encompasses:

1. Consumer and Homemaking Education
2. Impact
3. Consumer and Homemaking FHA; HERO-FHA
4. Consumer Education
5. Job Training Education
6. Adult Education
7. Family Life Education
8 Technical Education

To expedite the administrative, management and supervisory functions, the Vocational Home Economics Section staff personnel carry out the following responsibilities:

1. Develop policies related to all phases of the Vocational Home Economics program for approval by the State Board of Education.

2. Prepare annual budget.

3. Review budget requests and affidavits for reimbursement of contracted services.

4. Review and approve all secondary units.

5. Promote, review, and evaluate local programs at all levels.

6. Interpret the state and federal laws and regulations relating to Vocational Home Economics to fellow educators and the general public.

7. Direct the in-service training program for teachers of home economics and consumer education.

8. Plan and conduct conferences for state and local supervisors.

9. Plan and coordinate activities for Consumer-Homemaking FHA and HERO-FHA.

10. Coordinate the program requirements of the nine universities approved for the training of Vocational Home Economics teachers.

11. Develop curriculum materials.

12. Serve on a wide variety of committees to maintain contacts with service agencies, professional and lay groups.

13. Promote and direct research studies, surveys, and investigations related to the field of home economics.

Section II Vocational Service Area Goals and Purposes

A. Consumer and Homemaking programs are designed to help young people and adults to understand the importance of decision-making while coping with life's many roles. The program is especially designed to provide help to males as well as females in two basic roles (dual role) of establishing a home, with all the complexities, as well as working outside the home, simultaneously. The emphasis is on how to manage

1. Personal and Family Relations

2. Consumer Economics

3. Foods, Nutrition, and Health

4. Clothing and Textiles

5. Child Development

Due to inadequate time to perfect all of these skills during classtime at the secondary level, students participate in home and community experiences to strengthen and extend classroom activities.

Disadvantaged students in grades seven to nine in economically depressed areas are given help in personal improvement and homemaking education to improve self-images, to gain positive attitudes toward home, family, and school and to develop basic homemaking skills. Parent involvement is an integral part.

Consumer Economic Education is of vital concern for all individuals. By giving leadership in coordinating the educational efforts throughout the entire school curricula and for adults, home economics has as a goal to encompass six areas of learning related to this pertinent subject. The areas are:

1. Economic System
2. Income Procurement
3. Consumer Behavior Determinants
4. Consumer Alternatives
5. Roles, Rights, and Responsibilities
6. Community Resources

Adults are provided opportunities to develop supplemental homemaking skills to better prepare them for meeting the many demands of homemakers in this changing society.

The goals for families in inner cities and rural Appalachian areas are to improve conditions of home and family by helping residents of these disadvantaged areas to make the best use of their resources and to improve self-image and relationships within their families with the ultimate goal of breaking the poverty cycle.

The purposes and goals of the Home Economics youth organization are to provide opportunities for young people to grow as individuals, to work on improvement of family life, to become involved in community activities and to prepare for jobs and careers.

B. The second major purpose or goal is to prepare high school students, 16 years of age or over, as well as adults, for jobs requiring home economics knowledge and skills. Through related classroom instruction and intensive laboratory or on-the-job training, skills can be developed to prepare students for child care services, community and home services, fabric services, food services, and multi-area services.

Adults can be helped to develop preparatory and supplemental employment skills through intensive job training programs.

The technical programs prepare individuals for para-professional responsibilities in the areas of child development and food service.

Section III Management by Objectives

This data can be more accurately achieved from finalized computer printouts in the Research and Survey Section. (The federal descriptive report will contain the same information).

Section IV PRIDE Field Activities

See chart on next page.

Statistical Information
Schools - Personnel - Programs Involved in PRIDE in 1973-74

Regions	VEPD	Districts	High School & Junior High School	Programs	Committee Members	Instructors Involved in PRIDE	Non-vocational Instructors Visited
NORTHWEST	033 Sandusky City	1	1 HS	5	31	6	0
	080 Putnam Co JVS	9	9 HS	31	77	13	0
	059 Oregon City	1	1 HS 1 Jr. HS	3	13	3	3
	085 Vanguard JVS	12	3 HS 1 JVS	9	19	10	0
NORTHEAST	078 Maplewood Area JVS	7	6 HS 1 Jr. HS	30	63	21	5
	093 Plain Local	2	2 HS	3	19	6	0
	099 Trumbull Co JVS	5	5 HS	9	37	11	5
	019 Cleveland City	1	14 HS 10 Jr. HS	57	319	76	0
	028 SW Cuyahoga Co. JVS	7	5 HS 1 Jr. HS	10	56	20	0
SOUTHWEST	107 Ohio Valley Local	4	4 HS	19	81	9	0
	007 Southern Hills JVS	6	6 HS 1 Jr. HS	14	73	11	0
	054 Lawrence Co JVS	8	5 HS 1 Jr. HS	13	56	11	1
	069 Upper Valley JVS	12	10 HS 2 Jr. HS	28	97	20	0
SOUTHEAST	006 Belmont Co JVS	12	11 HS 1 Jr. HS 1 JVS	17	75	13	3
	051 Knox Co. JVS	7	6 HS 1 JVS	20	84	15	0
	106 Springfield Local	1	1 HS	1	7	2	0
	016 East Liverpool City	2	2 HS 2 Jr. HS	8	47	8	0
	055 Licking Co. JVS	3	3 HS	5	38	6	0
TOTALS	18 VEPD's	100	117 Schools	282	1,192	261	17

Section V Findings and Implications for Direction

A. Administration and Supervision

1. Four of the 18 VEPD's have a vocational home economics supervisor employed and it is evident that greater program improvement could be made if the remaining 14 had more direct supervision at the local level.

2. Two of the districts have employed a consumer education coordinator at the writing of this summary. One was hired after the PRIDE review.

3. Most administrators have an understanding of the vocational program; however, there was evidence of a strained relationship between teachers and administrators in two individual schools.

B. Adult Education

1. It was evident that districts which employed full-time adult education directors had offerings which were comprehensive and included the home economics areas.

2. In smaller school districts few, if any, adult classes were operational. In three schools the administrators acknowledged that they offered no adult classes and showed no desire to initiate classes. A majority of the home economics classes offered were related to the area of foods and clothing.

C. Curriculum and Instruction

1. There was evidence that the curriculum content covered in the programs went the full gamut from strong comprehensive vocational emphasis to a few teachers concentrating too much time in the foods and clothing areas. References were made that more emphasis should be placed on child development, management, family relationships and housing. A great number of teachers related that consumer education was integrated. In at least six districts consumer education was taught as a separate course.

2. Several teachers expressed the need for help in using the new homemaking guide and assistance in teaching consumer education.

3. Some individualized instruction was being initiated.

4. In at least two schools there needs to be greater coordination of programs at the junior and senior high schools.

5. The Programs of Work do not indicate the extensiveness of consumer education integration.

6. The use of advisory committees are more readily found with job training programs than consumer and homemaking programs.

7. There is a lack of local courses of study.

8. Individualized extended experiences need to be vitalized in two districts and the home visitation patterns need improvements in three schools.

9. Up-to-date references, the use of more outside resource persons, and more field trips are needed in many schools.

10. In-service help is needed for a few ineffective, and sometimes tenured, teachers.

11. FHA should be integrated within the classroom setting to a greater degree and several teachers need up-dating on FHA.

12. A rotation plan for replacing textbooks, audio-visual materials and reference books is often ineffective or non-existent.

13. There is a greater need for more job training programs and teachers need to plan a course of study based on task analysis.

14. Many teachers need to analyze the home economics program content to determine the essentials which students must know to assume the occupation of homemaker and/or wage earner.

D. Facilities and Equipment

1. Laboratories often need improvement of aesthetic qualities but, overall, the departments were adequate in space and equipment. A few departments were exceptionally attractive and functional.

2. Storage areas were insufficient in at least three schools.

3. Audio-visual equipment was often in short supply.

4. Small electrical appliances need to be added in many schools and for improved teaching techniques in the area of management there needs to be many time-saving appliances added. With job training programs in comprehensive high schools there appears to be a greater need for specific pieces of equipment such as a broiler, freezer units, proofing cabinet, or sound system for child care programs.

5. In several schools the equipment consignment plans have recently been discontinued so there is a definite need for replacement plans on large equipment.

6. Housekeeping and department management needed to be stressed in two schools.

7. Equipment for areas other than foods and clothing need to be added in several schools. In one VEPD all schools did order the child care equipment.

8. Demonstration tables are needed in many schools.

9. Insufficient budgets for operation of the home economics departments are evident in the majority of the schools.

10. Some schools did not maintain equipment inventory lists and had no system for setting forth priorities for purchasing.

E. Instructional Staff

1. In a few schools there is poor coordination and communication between the junior and senior high teachers so there is not maximum use of facilities nor an overall plan for a comprehensive home economics program.

2. All teachers in consumer and homemaking hold at least a four year provisional certificate.

3. Teacher-coordinators visit job stations regularly.

4. Professionalism must be constantly stressed with teachers since only about one-third of the teachers are members of OVA and/or AHEA.

5. Teachers are generally enthusiastic about the program; but in cases where a teacher is not, there is evidence that students likewise seem less motivated.

6. In at least two instances the percentage of special education students being mainstreamed into the regular classroom is unrealistic for successes with any of the students in the class.

7. Several staff members need upgrading in content areas; however, teachers on the whole do attend state sponsored in-service meetings.

8. Better classroom discipline and management needs to be stressed with at least five teachers.

F. Students

1. The percentage of students reached through home economics programs varies from 10 percent to 74 percent of the schools represented in this summary. One home economics program reached a high of 84.5 percent of the girls in the school. In JVS districts the percentage reached in home economics is often less than 10 percent. In at least six schools no boys were enrolled in home economics.

2. In three schools there was a lack of motivation in the students enrolled in the home economics program.

3. Concern was expressed by two job training teachers that students often were not intending to find employment in the field of training.

4. There is a lack of adequate student selection procedures and a lack of involvement with FHA-HERO. In three school districts there was a youth organization but it was not state affiliated. About half of the schools has Consumer-Homemaking FHA organizations and five others were making some effort in initiating an organization.

5. Some students are not oriented toward a goal and lack respect for business and industry rules and regulations.

6. Student fees should be eliminated to permit all students access to a vocational program.

7. There is evidence that inner city students have less interest in membership in the youth organization.

8. Home economics teachers on the whole are greatly concerned about the welfare of their students.

G. Product Review

1. In job training programs student placement in jobs related to preparation is equal to that of other vocational services but placement must continue to be stressed with teachers.

2. Business and industry support is evident by their involvement in program planning, advisory committee work and hiring of students.

3. In most job training programs there are follow-up reports of substance; however, consumer-homemaking teachers are just beginning to initiate such surveys.

4. More state direction is needed for more valuable follow-up reports for consumer-homemaking programs.

5. Early placement of child care students as well as co-oping experiences have been greatly hampered in some sections of the state due to strict enforcement of the child care licensing law.

6. In one school the teachers related that all follow-up data is collected by the guidance staff and the information is not shared with the teachers of specific vocational programs.

Section VI Conclusions and Recommendations

A. Administration and Supervision

1. Most administrators were very supportive of vocational home economics programs.

2. Full-time vocational home economics supervisors are needed in each Vocational Education Planning District to coordinate and supervise all programs in home economics. Only four of the 18 VEPD's had local supervisors.

3. Local supervisors must continue to aid public relations, promotion of local programs to help meet state objectives and assist in follow-up activities to see that local priorities as defined by PRIDE are met.

4. Local supervisors should continue their progress in working towards development of job training programs based on job market information.

5. Local supervisors should work with consumer and homemaking teachers to see that subject matter content is based upon the changing role of the homemaker in today's society.

6. Local supervisors need to take greater responsibility with leadership of VEPD youth activities.

7. As consumer education programs increase locally, there is a need for each VEPD to employ a coordinator to give leadership to this area of instruction at all grade levels and all disciplines involved. Two of the 18 had employed coordinators.

B. Adult Education

1. Local home economics teachers and supervisors are being urged to help promote and encourage adult classes on a more comprehensive basis. They are further urged to use community surveys to determine if home economics job training classes should be offered and, if so, lend support to the implementation of these. Full-time adult programs must be encouraged where justified.

2. Adult education supervisors need to be employed in all VEPD's to extend adult offerings throughout the state. Some local administrators show no desire to investigate nor initiate adult activities.

C. Curriculum and Instruction

1. Teachers need to more carefully analyze the role of homemakers and critically review curriculum in light of current data and trends. Assistance needs to be given to teachers in using the new guides developed at the state level.

2. Assistance is needed for the development of individualized learning packages.

3. Local courses of study are needed which reflect changing needs of business and industry. Much more emphasis must be given to job analysis in curriculum development.

4. Encouragement must be given to local administrators to see that there is coordination of programming at the local level.

5. In-service must continue to be made readily available to all teachers. The area of consumer education must still be emphasized with all teachers.

6. FHA must be more widely adapted to integration within the classroom and teachers must be brought up-to-date on state and national direction.

7. Advisory committees must be used with all vocational programs.

8. All program areas of home economics must have up-to-date resources readily available for student and teacher use.

D. Facilities and Equipment

1. Local schools need help in understanding the need to have plans for replacing equipment and resource materials to enhance an up-to-date program of instruction.

2. Job training equipment and facilities need to be continually analyzed to see that they are commensurate with needs of business and industry.

3. Financing for replacement of equipment must be incorporated in local budgets.

4. Through PRIDE follow-up, supervisors must encourage teachers to determine priorities for improvement of instruction.

5. Aesthetic qualities within all classrooms must be stressed.

6. Improved storage areas, work tables, demonstration tables, and small appliances must be adequate for programming.

E. Instruction and Staff

1. Teachers need help in developing and using measurable objectives.

2. Teachers must more nearly meet the needs of all students by providing opportunities for all individuals to meet program objectives through varied teaching techniques.

3. Advisory committees must actively assist teachers for program improvement.

4. A great percentage of teachers attend the in-service meetings organized by the state staff, but many teachers still need to be encouraged to up-date their knowledge in specific subject matter content.

5. Relevant and motivational teaching methods for consumer education are needed by most teachers.

6. Greater encouragement must be given to teachers to become members of their professional organizations.

7. Classroom management and discipline must be of major importance to the teacher.

8. A realistic percentage of special education students integrated within the regular classroom must be maintained.

F. Students

1. Students need to realize the demands and the opportunities of any of their chosen fields of study and employment so that they are making choices.

2. Greater student involvement in youth organizations needs to be promoted. This is especially true of the major city students.

3. The elimination of student fees for laboratory type classes is essential.

4. A greater number of schools will have to open enrollment to boys as well as girls.

G. Product Review

1. A state plan needs to be developed to help local teachers conduct follow-up studies to determine former home economics students' success on the job or in the home.

2. Emphasis must continue on placement of all job training students who are available and desire employment.

3. State legislation must be amended to allow child care early placement or cooperative experiences.

4. Teachers must be directly involved with placement and follow-up of students.

Section VII Summary

In light of the PRIDE reviews of 1973-74, the following recommendations for enactment by the Vocational Home Economics Section of the Ohio Department of Education seem apparent:

A. Additional local supervision for Vocational Home Economics in the area of consumer education. (Encourage hiring intern-supervisors during JVS planning stages).

B. Increased hands-on workshops for job training teachers.

C. Devise a systematic means of record keeping for follow-up purposes.

D. Increased funds for local leadership and program operation.

E. Guidelines for minimum space, equipment, and supplies in job training.

F. Encouragement of teacher educators to follow-up recent graduates who need assistance in the classroom early in the year when it is impossible for state staff to assume this responsibility.

G. Continue to work closely with local supervisors to keep abreast of local needs and maintain open channels of communication.

H. Emphasize professionalism with all teachers.

I. Continue to seek support and advise of state advisory committees for program improvement.

J. Continue to encourage teacher educators and local supervisors to give direction and emphasis to all areas of home economics including FHA, programs for adults and the disadvantaged and handicapped youth and adults.

K. Instigate an amendment to Ohio Day Care Licensing Bill.

L. Encourage local administrators, teachers, and/or adult supervisors to make local needs assessment for the home economics adult program and establish a plan for implementing.

M. Encourage all home economics teachers to establish a systematic method of determining and reporting needs ranked in priority to their respective administrators and include with each stated need educational justifications.

N. Stress with teachers the importance of regarding homemaking as an occupation which necessitates the teaching of basic skills and individualized extended experiences are still another means of gaining these skills.

O. Continue to stress that more home economics courses should be available to students, both boys and girls.

P. Initiate a fall FHA leadership session for teachers and selected students to enable more persons to become involved in leadership activities.

Q. Provide leadership in improving classroom management and educational techniques.

TRADE AND INDUSTRIAL EDUCATION

Section I Vocational Service Area Description

The manpower demands of our modern technological society and the needs and interest of youth and adults necessitate an educational program designed to prepare persons for productive citizenship in the world of work. Opportunities for vocational preparation at the secondary and post-secondary level are essential to insure a realistic, practical, meaningful education for non-college bound youth. Adult vocational trade and industrial education is essential to insure up-to-date skills and/or knowledge in the individuals' chosen occupation, or for potential advancement.

Vocational trade and industrial education is that part of public education responsible for the application of mathematic and scientific principles to the problems of an occupation, and in relationship to the manipulative skills essential for occupational proficiency.

Section II Vocational Service Area Goals and Purposes

Trade and industrial education provides instruction for the development of basic manipulative skills, safety judgement, technical knowledge, and related occupational information for the purpose of fitting persons for useful employment in trade, industrial and technical pursuits. It is designed to assist both youth and adults to make satisfactory adjustments in their economic, social and occupational life.

Training in trade and industrial education enables men and women to prepare for initial employment in trade, industrial and technical occupations. It also enables adults who are already employed to advance in their chosen occupations, and retrains those who are temporarily unemployed. The basic principle of trade and industrial education is learning by doing. The needs of the individual worker are the foundations upon which all instructional activity is based.

In order to accomplish these purposes, provisions should be made by each school system for a well balanced program of trade and industrial education to satisfy the need of all ability levels of in-school youth, and adults.

For in-school youth, preparatory programs should be planned which will enable high school age youth, having a variety of interests, abilities and motivation, to prepare for successful entrance into a trade, industrial or technical occupation of their choosing. For out-of-school youth and adults, both preparatory and upgrading programs should be made available in order that they may satisfactorily obtain employment or prepare themselves for advancement in their chosen occupation.

Special attention must be given to those who are potential school drop-outs, are physically handicapped, or are disadvantaged emotionally, educationally or economically. Trade and industrial programs must be designed to make it possible for learners of all types to profit from instruction.

Attention must also be given to that segment of the youth population who withdraw from school at an early age and possess little marketable skill for satisfactory employment. Many adult workers may also find it necessary to make occupational adjustments because of scientific and technological changes and therefore need opportunities for retraining.

Vocational trade and industrial education is an integral part of the public school program and should be regarded as one of the offerings in a well-balanced curriculum. All teachers must coordinate their efforts in helping to guide into trade and industrial education those students who may be expected to profit from such instruction according to their attitudes, aptitudes and capacities.

Some of the basic needs of youth are the development of salable skills and knowledge and of desirable work habits and social attitudes that will enable them to take their places as productive members of the community and society. The contemporary high school must accept responsibility for preparing responsible citizenship for those who are not planning on a baccalaureate or higher college degree as preparation for a career.

Section III Management by Objectives

The following descriptive report containing those objectives and goals of trade and industrial education are those as set forth in the Ohio Plan for Vocational Education.

Objective #5

To provide by 1975 a preparatory job training vocational education program for 40 percent of all the high school youth 16 years of age and above, and other qualified groups, adjusted to 1973 to provide for 106,972 students.

This includes 75 percent of the disadvantaged youth who have academic, socio-economic or other handicaps that prevent them from succeeding in a regular vocational education program. It also includes 50 percent of the handicapped high school youth, who because of their handicap, cannot succeed in a regular vocational program.

Since approximately 40 percent of the employment opportunities in Ohio are in trade, industrial and health occupations, this percentage is used to calculate input toward this stated objective.

Objective #6

To provide by 1982 a post-secondary vocational program for five percent of persons 18 through 21 years of age adjusted to 1973 to provide post-secondary program for 19,350 students.

Objective #7

To provide by 1982 retraining and upgrading vocational education programs for seven percent of all adult workers, adjusted to 1973 to serve 148,980 persons.

Section IV PRIDE Field Activities

Number of administrative units, programs, and personnel involved in PRIDE during 1973-74 are:

Region	VEPD	Districts	High Schools	Programs	Committee Members
Northwest	5	17	14	45	258
Northeast	5	36	53	181	1,086
Southwest	4	26	30	50	156
Southeast	5	27	29	68	379
Total	19	105	126	344	1,879

Number of administrative units, programs, and instructors visited in PRIDE during 1973-74 are:

Region	VEPD	Districts	Schools	Programs	Instructors
Northwest	5	8	8	45	65
Northeast	5	25	41	181	261
Southwest	4	20	20	50	50
Southeast	5	15	12	68	76
Total	19	68	81	344	452

Section V Findings and Implications for Direction

The following observations represent significant strengths and weaknesses of curriculum, facilities, instructors and students as reported from local and state reports.

A. Curriculum and Instruction

1. The time requirements designated for program depth are generally being adhered to in the majority of school systems evaluated. There is, however, a continual effort on the part of many teachers to provide scheduled breaks during the three hour block of shop or laboratory time. In most cases found, this situation has been corrected

2. Texts and reference materials generally are kept current in most programs. Most administrators have accepted the concept of revision every five years. Some trade areas, however, lack effective related materials for classroom use. These exist primarily in new or emerging occupational areas. This does give basis for consideration of materials which may need to be developed through the Instructional Materials Laboratory.

3. Audio/visual material use is somewhat limited in use in a majority of programs. Availability of softwear and knowledge on the part of the instructor toward developing materials may contribute to the problem.

4. The effective use of developed courses of study continue to be identified as a major weakness in the instructional program. While most teachers have developed a course of study, less than half of them use it effectively. Effective use must be emphasized in the in-service teacher education program. Supervisors must also give attention and help teachers in this area.

5. A statewide review indicates that advisory committee input into curriculum is less than desirable. While this may have been functional at one time and somewhat rejuvenated during the PRIDE review, this needs to be a continuing process. In most cases, the knowledge of new product, procedure or processes of industry is gained only through the initiative of the instructor.

6. Many systems have not accepted the activities of VICA as a needed part of the instructional program. Many instructors are not encouraged by the administration to be involved in leadership and citizenship activities which VICA can provide. There is a need to strengthen this area through supervision and by developing teacher education courses for teachers.

B. Facilities and Equipment

1. The majority of facilities meet space requirements except in older established programs. Programs for disadvantaged are still, however, being organized and conducted in disadvantaged facilities. The PRIDE review has identified many needed areas for facility improvement such as lighting and ventilation. Follow-up reports indicate this activity has been assigned top priority.

2. School systems have taken advantage of the supplemental equipment monies and this use has tended to keep shops and laboratories updated. Most schools, however, do not have an effective equipment amortization policy or system established. It is recommended that consideration be given to provide supplemental equipment help to schools identified through the PRIDE review for needed equipment replacement or additions.

3. There is generally a weakness in the amounts and timing of needed supplies for programs of instruction. Traditionally, when budgets are cut in systems, needed supplies are affected, therefore posing instructional difficulties. Many pieces of expensive equipment are idle and student progress is hampered by lack of sufficient parts or supplies.

C. Instructional Staff

1. Certification requirements continue to give strength to the employment of competent staff. There is, however, a tendency toward employing instructors who lack depth in occupational areas. Some administrators seek certification on the basis of crisis rather than evaluation of depth of experiences gained by a person in his occupational area.

2. Most instructors are providing meaningful activities during school hours; however, many terminate their efforts at the close of the school day. Very few teachers are involved in advisory committee activity except during PRIDE evaluation. Then, much of the responsibility is given directly to them.

3. A great number of teachers do belong to their occupational profession groups; however, many do not belong to the AVA or OVA.

4. In general, trade and industrial teachers are qualified; however, many have not kept abreast of changes in their occupational areas. This observation does provide a basis for planning upgrading workshops and activities for trade teachers.

5. A review of the PRIDE activities has suggested the need for a local professional in-service program. Supervisors have been slow to respond to this need; however, state activity has planned organization in this area.

D. Students

1. In general, school systems are initiating a more effective student selection program. There is a tendency, however, to still place students in skilled areas which offer little opportunity for success. EMR students have been placed in skilled programs, which has handicapped the instructor because of his inability to know how to work with this kind of individual. Instructors have had to spend more of their time serving a few handicapped students while the greater number of students receive less attention. Greater efforts must be made to establish programs for the handicapped with teachers trained to meet their needs. Administrators must realize that most craftsmen have little patience with imperfection, which is usually a trait of the handicapped student.

2. Most students interviewed have an interest in their activities and progress in their chosen occupation area. Some students interviewed indicated their program of instruction was not their first choice; however, this was the closest offering to their choice. This predominatly occured in systems having limited vocational offerings.

Section VI Conclusions and Recommendations

Based upon the findings and implications presented in Section V, the following conclusions and recommendations are presented by the staff in Trade and Industrial Education for the purpose of strengthening the PRIDE process and the quality of programs of instruction.

Conclusion: Meaningful advisory committee activity is seldom organized before the PRIDE review.
Recommendation: Continued evidence be presented annually of a functioning advisory/craft committee for each occupational area.

Conclusion: Additional and/or new equipment and supplies are needed in many programs.
Recommendation: Priorities be established for the use of supplemental equipment money for schools which have been identified through the PRIDE review. Adequate supply money be required by a built-in formula through a foundation support.

Conclusion: Inadequate facilities for disadvantaged programs, particularly OWE, are being used by many school systems.
Recommendation: That standards for program facilities be strictly adhered to.

Conclusion: PRIDE reviews are being conducted and written primarily by teachers.
Recommendation: Establish co-chairmen of each review committee and involve more industrial people.

Conclusion: Course of study and lesson plan use in instructional programs show weakness.
Recommendation: Greater input from teacher education and particularly by the local supervisor.

Conclusion: Instructional supervision is not being given by many local supervisors. Other non-related duties and responsibilities given to the supervisor prohibits effective instructional supervision.
Recommendation: Evidence of a functional instructional supervisory program be reported on a regular basis to the superintendent.

Conclusion: The majority of teachers are not involved in VICA activities as a part of the instructional program.
Recommendation: Greater emphasis and support be given by local administrators.

Conclusion: The PRIDE instrument requires a listing of priorities to be established as a part of the review process. This is causing problems, as a review team has little authority to set priorities. This should be determined by the administrative staff.
Recommendation: This be taken out of the review process, but still be required in the final report as a result of the total finding and implications as reviewed by the local administration and board.

Conclusion: Too much time is spent in the recording process of state supervisory personnel. The process of recording comments in two instruments is confusing and time consuming and makes little sense.
Recommendation: Develop a "one report form" with copies to be part of each review instrument. This procedure was conducted previously and was effective.

Conclusion: There is a definite weakness in the selection, placement and follow-up of students.
Recommendation: Schools be required to develop a meaningful program on a statewide basis. Increased activity with local guidance personnel, as well as the state, be initiated.

Conclusion: The assignment and time required by the state supervisors during the PRIDE review causes handicaps for the on-going and total operations of the Trade and Industrial Service. Major problems or "fires" which occur during this period of time become somewhat critical and are not always handled with the urgency required. The PRIDE process usually is conducted during the time of new program planning in local systems. State supervisors are not able, therefore, to be involved in this activity with any depth. As a consequence, desirable facilities with less than acceptable staff has not had adequate time to spend toward promotion of program growth. Realization must be given to the number of programs reviewed by the T & I staff in relation to other services. The same periods of time are scheduled for review of one program as given for the review of twelve or more programs. Therefore, supervisors in other services still continue to give needed promotional and review services to local systems while the T & I staff cannot.
Recommendation: Obvious